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ABSTRACT

Presented are procedures and forms used by West Penscola Elementary School to integrate hearing impaired students into regular classrooms. Described briefly are program components such as the use of social and academic mainstreaming as well as cross integration (bringing hearing students into classes for the hearing impaired). Twelve steps in the mainstreaming procedure are outlined including determination of those children to be mainstreamed, parent orientation, and evaluation of the child's performance. Forms for various procedural steps are provided. (LS)

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MAINSTREAMING THE HEARING IMPAIRED CHILD, K-6

Escambia County

EHA Title VI-B

West Pensacola Elementary School
801 North 49th Avenue
Pensacola, Florida 32506

Ernest Thorne, Principal

Joan Morris, Integration Specialist
Classes for the Hearing Impaired

May, 1975

EC080370

Program Description:

Within the student body at West Pensacola Elementary are 42 severely and profoundly hearing impaired students. From the time the classes for the hearing impaired moved into their new building located adjacent to this elementary school in August, 1972, hearing impaired students have been attending regular classes for part of their academic learning. It is the philosophy of our professional staff that as exceptional students, our hearing impaired children should not be unnecessarily separated from their peer group. All the facilities of the elementary school are utilized in providing for their education, adapting them to their needs wherever possible.

As more and more students demonstrated that they could function in regular classrooms for parts of the day, it became evident that our program for integrating exceptional students would continue to grow and needed some special direction. Through the implementation of a program entitled "Mainstreaming the Hearing Impaired Child, K-6," funded Federally through Title VI-B allocations, we have developed a mainstreaming procedure that is proving successful in its first year.

This Federal project supports two full-time personnel: an Integration Specialist and a teacher aide. The Integration Specialist is responsible for the implementation of the program itself, and the teacher aide provides services for those regular classroom teachers who participate in the mainstreaming program. She also provides clerical assistance for the Integration Specialist.

As we worked our way into this project, major problems encountered seemed to fall into the area of communication. It is important to arrange times for the regular teacher and the special education teacher to plan together on a weekly basis so that new vocabulary, concepts, etc. can be reinforced or expanded as needed.

Scheduling is also an area that requires careful consideration. For example, a hearing impaired child receiving math, P.E., lunch and music with a regular classroom would be best placed for a block period of time, rather than making several trips during the day to the regular classroom. A regular classroom teacher should be willing to keep this in mind as she plans her own classroom schedule. In some instances, however, it may be wise for the special teacher to simply "work around" an awkward schedule.

Some Definitions

Social Mainstreaming

The child is integrated with hearing children for P.E., Music, Library, Art, Lunch or any other non-academic activity.

Academic Mainstreaming

The child is integrated with hearing children for one or more academic subjects, including total-day integration.

Cross Integration

Hearing students are brought into the classes for the hearing impaired for social or academic activities. Usually the teacher of the hearing impaired supervises these activities. This is effective with very young children or where students' receptive and expressive oral skills make the regular classroom structure impractical if interpreters are not available.

Regular Classroom Teacher Orientation:

Teaching the hearing impaired involves the utilization of specialized techniques. Our teachers of the hearing impaired adapt these techniques to the curriculum of the regular classroom so that when mainstreaming occurs, a smooth transition can be made. But the success of our program is mainly due to its acceptance by the regular classroom teachers. Without their participation and willingness to communicate frequently with special area teachers, we would not have an effective program.

One of the most important aspects of the project was the provision for bringing in an expert in the field of mainstreaming the exceptional child, Dr. Grant B. Bitter. Dr. Bitter is Assistant Professor in the Department of Special Education at the University of Utah. He spent two days during the preschool planning period with our total school faculty, and presented an orientation session on mainstreaming the hearing impaired child. In addition to working with the regular classroom teachers, he met with our parents one evening to orient them to the mainstreaming concept. Dr. Bitter returned for three days during the latter part of the semester to evaluate the progress of our mainstream program and to make recommendations for its continuance.

Through a special project of his own, Dr. Bitter and other professionals in exceptional child education developed a sound filmstrip kit which provides an orientation to the integration of hearing impaired children into regular school classes. Part of

his presentation to our faculty and parents included the use of this kit. It is an excellent source for regular teacher in-service activities geared towards mainstreaming the hearing impaired child, and is very reasonably priced. During the 1975-76 school year, this kit will be the primary focus of an in-service activity aimed at the middle school teachers who will be involved as we begin mainstreaming for the first time at this level.

There is also a very good guide for the classroom teacher and administrator, a text entitled The Hearing Impaired Child in the Regular Classroom, by Dr. W. H. Northcott. It covers elementary and secondary years, organizational patterns, parent-teacher interaction, and other important phases of the mainstreaming process.

Both of these sources contain information which was invaluable in developing a coordinated approach to our mainstream program, particularly in the area of regular classroom teacher orientation.

The following pages contain our mainstreaming procedure in an outline form, with an explanation of the steps involved. These forms may be removed from this booklet and duplicated for use in similar programs, if desired.

Since testing is an important part of determining placement in any educational setting, each child is being given a battery of language, speech, intellectual and achievement tests. This phase of the program will not be completed until well into the 1975-76 school year due to the difficulty in locating an individual within this county who has experience in the psychological testing of hearing impaired children.. Language, speech and achievement tests are being administered at this time by our speech therapist and the teachers in the hearing impaired program. At the back of the booklet are forms for recording testing data on each child.

Outline:

Mainstreaming Procedure

1. Teacher of hearing impaired completes Mainstreaming Recommendation (Form VI-I)
2. Integration Specialist and teacher determine those children to be mainstreamed.
3. Placement determined (Form VI-2)
   a. Grade
   b. Subject area
   c. Regular classroom teacher
4. Staffing
   a. Integration Specialist
   b. Teacher of hearing impaired
   c. Speech Therapist
   d. Regular classroom teacher
   e. (Principal)
   f. (Coordinating Therapist, Speech & Hearing)
   g. (Parents)
5. Parental permission is obtained (Form VI-3)
6. Parent orientation
7. Regular Classroom orientation
8. Placement
9. Follow up
   a. Periodic observation (Form VI-4 & VI-5)
   b. Teacher conferences
10. Evaluation of child's performance (Form VI-6 & VI-7)
11. Parental evaluation (Form VI-8 & VI-9)
12. Teacher evaluation of mainstreaming situation (Form VI-10)

Mainstreaming Procedure

Step 1:

In April, the teacher of the hearing impaired completes Form VI-1 on each child in the special classroom. The forms are given to the Integration Specialist, coordinator, or supervising teacher of the program.

Achievement test scores, intellectual assessment data and teacher judgement are all valuable considerations when making this recommendation.

Step 2:

The designated person (Integration Specialist, coordinator, supervising teacher, principal, etc.) reviews all recommendations and discusses final decisions with the teacher of the hearing impaired.

Step 3:

A list of children to be mainstreamed is compiled on Form VI-2 by the designated person. Final decisions regarding grade level, regular teacher to be involved, type of mainstreaming (social, academic) and subject areas are indicated on this form. The regular classroom teacher is contacted at this time and asked to participate. Wherever possible, this is done before school is out and the staffing (Step 4) should be held no later than the post-school time period.

Where cross-integration is desired, it should be indicated under the social or academic headings. Specific planning

for this type depends on classroom grouping for academics such as reading and math, and so might be better planned for at the beginning of the school year after the regular teacher knows how her groups will be.

Step 4:

When the regular teacher aggrees to participate, a staffing is held. (Personnel involved in the staffing are listed in the procedure outline.) This provides the regular teacher with the opportunity to acquire specific knowledge about the hearing impaired child(ren) who will be involved with her classroom in the coming year.

The responsibilities of the involved school personnel to the child and to each other are determined at this time. The regular teacher is given suggestions for facilitating the hearing impaired child's fusion into her class.

Step 5:

Form VI-3 is completed and sent to the parent. As the parental permission forms are returned, a check mark or other notation can be indicated on the Mainstream List, (Form VI-2)

Step 6:

Parent orientation can be handled in regular parent meetings, special orientation sessions, individual conferences or home visits.

Suggested Resources:

1. Systems O.N.E. Kit (Filmstrips and cassettes, "Hearing Aids" and "Family Orientation"

Order from: Systems O.N.E. Kit
Educational Media Center
207 Milton Bennion Hall
University of Utah
Salt Lake City, Utah 84112

Price: $52.95

2. The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary and Secondary Years, Part VII, Parent-Teacher Interaction

   Available from: A. G. Bell Association for the Deaf, Inc.
   3417 Volta Place, N.W.
   Washington, D.C. 20007

3. Parents and teachers who have been involved in mainstreaming situations for panel discussions, etc.

Step 7:

Regular classroom orientation should be no later than the first week of school, or the first week that a hearing impaired child is mainstreamed into a classroom. The orientation can be held by the integration specialist or that person who is acting in this capacity.

Recommended topics are in order of presentation:

1. A brief review or explanation of the hearing mechanism and how it functions.
2. A simple explanation of a hearing loss and how it affects the development of speech and language. (There are several recordings of how speech is thought to be perceived by persons with sensori-neural losses which would be good.)
3. Specific problems or difficulties the hearing impaired child usually encounters.

4. Suggestions which the students can use to facilitate the mainstreaming situation.

5. A question and answer period.

The purpose of this orientation is for regular students to understand the needs of a hearing impaired child, and to respect him and accept him as a peer. Feelings of sympathy and pity will serve no useful purpose and should not be encouraged.

Step 8:

Placement. The hearing impaired child begins attending regular class sessions. This can take place before Step 7, and should coincide as nearly as possible with the first day of school.

Step 9:

Follow up. Observation should begin after the child and regular teacher have had an opportunity to adjust to each other, but not later than the second week. If severe problems are encountered, the regular teacher should inform the integration specialist so that an observation may be made immediately.

A letter or notice similar to Form VI-4 can be given to each teacher so that the observation of the child can be anticipated and planned for. Initially, it is recommended that each child be observed approximately once every two weeks. As it becomes apparent that the child is functioning successfully and experiencing no difficulty, observations can become

less frequent. They should not, however, be discontinued. Form VI-5 is completed in duplicate and one copy given the regular teacher each time an observation is completed.

A conference with the regular teacher should be requested as needed.

Step 10:

Forms VI-6 & VI-7 are completed by the regular teacher for each child at the end of each semester. They should be considered when planning the child's educational placement for the coming year.

A child falling within the lowest 25% of his class may not be benefitting from his mainstream situation and his placement should be reconsidered.

Step 11:

Parental attitudes are important. A letter similar to Form VI-8 can be used to set up appointments. At the time of the meeting with the parent, the questions found on Form VI-9 are recommended. This should be completed during the month of April of the year the child is mainstreamed.

Step 12:

Regular classroom teacher evaluation of the mainstreaming program will give good direction towards the planning of the program for the next year. Form VI-10 should be completed by each regular teacher involved in the mainstreaming program in April of the same year the teacher participated in the plan.

Child's name_____

Date_____

Teacher_____

Social Mainstreaming is recommended in the following areas:

a. P.E.
b. Music
c. Lunch
d. Library
e. Art
f. _____

Academic Mainstreaming is recommended in the following areas:

a.	Reading	grade level_____
b.	Math	grade level_____
c.	Spelling	grade level_____
d.	Language	grade level_____
e.	Social Studies	grade level_____
f.	total day	grade level_____
g.	_____	grade level_____

The following areas are recommended for mainstreaming:

a. Cross-integration (hearing children brought into our building) for social mainstreaming.
b. Cross-integration (hearing children brought into our building) for academic mainstreaming.
c. Social mainstreaming in a kindergarten situation for _____ hours a day.

_____ I do not recommend any mainstreaming for this child at this time. My reasons are stated below:

Other comments:

Mainstream List

Name of Student	Grade Level	Teacher	Social	Academic	Subject Areas
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
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23.					
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25.					
26.					
27.					
28.					

WEST PENSACOLA ELEMENTARY SCHOOL
801 NORTH 49TH AVENUE
PENSACOLA, FLORIDA 32506

ERNEST F. THORNE, Principal

PHONE 455-0111

Dear

Our Staffing Committee has met to consider placement of (child's name) for the new school year. We think that your child can function successfully in a regular classroom for (subject areas).

(child's name) will receive supportive help in the form of tutoring when needed and will continue to receive speech therapy on a regular schedule.

Please complete and return the bottom portion of this letter by (date) so that we may make final arrangements for your child's placement. If you have any questions or would desire a conference, please contact us immediately.

Yours very truly,

(Mrs.) Joan P. Morris
Coordinator
Classes for Hearing Impaired

I agree for my child, _____, to participate in regular classroom activities for the _____ school year. I understand that supportive help will be given as needed and that speech therapy will be continued on a regular schedule.

Signed_____

Date_____

October 2, 1974

Next week (October 7-11) I will be observing our hearing impaired children as they are integrated into your classroom. I will be looking to see how well they have adjusted to their integration and would like to talk with you later to discuss any problems or answer any questions you have involving our children. At this time, I will also make recommendations which should ease any difficulty you might be experiencing.

I will probably be in your room two or three times during the week so that I can get an accurate picture of the child's behavior over an extended period of time, and my observation will be continued periodically during the year.

Please feel free to discuss any problems you are having with our children at any time. Let me know what I can do to help you.

Thanks for your cooperation!

Joan Morris

Mainstream Student Observation

Student Name_____ Date of Observation_____

Observer_____ Time_____am/pm to _____am/pm

Subject (s) observed_____

1. Student appears to be functioning

   a. above general class level
   b. at general class level
   c. below general class level

   Recommendations:_____

   _____

2. Student's seating placement in class is

   a. optimum for the activity observed
   b. satisfactory
   c. unsatisfactory

   Recommendation:_____

   _____

3. Comments:_____

   _____

   _____

   _____

4. Conference requested: ____Yes ____No

   _____

   _____

ESCAMBIA COUNTY CLASSES FOR HEARING IMPAIRED
EVALUATION OF HEARING IMPAIRED CHILDREN MAINSTREAMED INTO HEARING CLASSES

Student's Name _____ Grade _____
Teacher _____ Name of Rater _____
School _____ Date of Rating _____

Please estimate how well this student is doing in comparison with the rest of the students in your class this year and your opinion of his progress in each area.

	THE CHILD IN RELATION TO HIS CLASSMATES				THE CHILD IN RELATION TO HIMSELF		
Behavior or Skill	Top 25%	3rd 25%	2nd 25%	Lowest 25%	Making Progress	Maintaining Skills	Losing Skills
Oral Communication Skills							
Reading							
Spelling							
Writing							
Math							
Social Studies							
Following Directions							
Attention in Class							
Responding in Class							
Getting along with Peers							
Getting along with Adults							
Withdrawn or Aggressive Behavior	Very Withdrawn	Quieter than Average	Average	Aggressive	Very Aggressive		

Comments:

ESCAMBIA COUNTY CLASSES FOR HEARING IMPAIRED

INTEGRATION DATA SHEET

Subject #_____

Child's name: _____

Date: _____

Teacher's Name:_____

****

Please rate the hearing impaired child in your classroom according to the following scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent)

Integration (overall success) _____

Academic Success _____

Comprehension (understanding of subject material) _____

Following Directions _____

Peer Relationship _____

What classes/activities does this child have in your room? _____

_____

_____

WEST PENSACOLA ELEMENTARY SCHOOL
801 North 49th Avenue
PENSACOLA, FLORIDA 32506

ERNEST F. THORNE, Principal

Phone 455-0111

Dear

We are in the process of evaluating the success of our Title VI project on mainstreaming the hearing impaired child. Since _____ is involved in a regular classroom situation for a portion of each day, we would like an opportunity to learn your feelings about your child's participation in this program.

The best approach would be for us to have an interview here at school, but we can make other arrangements if this is not convenient for you.

Please complete and return the bottom portion of this letter by Wednesday, April 9. Let's try to have our interview by Friday, April 18.

Sincerely,

(Mrs.) Joan P. Morris
Integration Specialist
Classes for Hearing Impaired

☐ I will be in to see you on _____ (Date) at _____ (Time).

☐ A telephone call would be more convenient.

☐ Please call me.

☐ I'll call you at 455-6964.

Signed: _____

Evaluation - Parental Attitude

1. Have you noticed a change in your child since he has been mainstreamed?

_____

2. If yes, how has your child changed?

_____

3. Do you think being mainstreamed has been beneficial for your child?

_____

4. How did you feel at first about your child's being mainstreamed?

_____

5. How do you feel now?

_____

6. How have your feelings changed?

_____

7. Do you think being in an integrated situation has helped your child's speech?

_____

8. Have you had any problems with your child that you think are related to his being mainstreamed?

_____

9. Do you want your child to continue in a mainstreamed situation?

_____

10. Do you have any suggestions for the improvement of the program?

_____

Comments:

Mainstream Evaluation - Regular Classroom Teacher

Please complete the following questionaire so that we may evaluate the success of our Title VI project. This involves your attitudes and feelings towards the Mainstreaming program.

Circle the letter that best completes the statement.

1. I observe that my hearing impaired child fits into my classroom (socially)
   a. with little or no difficulty
   b. with moderate difficulty
   c. with considerable difficulty

2. With academic subjects, the hearing impaired child generally experiences
   a. little or no difficulty
   b. moderate difficulty
   c. extreme difficulty

3. Specific areas of difficulty are
   a. Reading
   b. Language
   c. Spelling
   d. Math
   e. Social Studies (Concepts)
   f. _____

4. Observation of the hearing impaired child by the integration specialist should be
   a. less frequent
   b. the same
   c. more frequent

5. The special education teacher should be involved in observation of the hearing impaired child
   a. yes
   b. no
   c. no opinion

6. To assure constant knowledge of the child's progress, the hearing impaired child should be observed
   a. at least twice monthly
   b. once monthly
   c. _____

7. Was the inservice activity during preschool adequate for your needs?
   a. yes
   b. no
   c. _____

8. Have your feelings about having a hearing impaired child in your classroom changed?
   a. No, I was enthusiastic at first and still am.
   b. No, I thought it wouldn't be successful and it hasn't been.
   c. Yes, I was wary at first, but now I think it has been good for me, my class and the hearing impaired child.
   d. Yes, I was enthusiastic, but now I don't think it has been a good experience.
   e. _____

   _____

9. What specific areas do you think need improving in our Mainstreaming Program (communication, services offered, class size)?

10. What suggestions can you make to improve our Mainstreaming Program for the coming school year?

11. What are your major problems as related to participating in this program?

12. How do your students feel about having a hearing impaired child in their classroom? (You may ask them)

13. Other comments:

Student's Name

Name of Test	Dates Administered					
Hiskey Nebraska						
Leiter						
Bender Gestalt						
WISC (Non-verbal)						
Draw a Person						
NSST						
Carrow Auditory Comp.						
ITPA						
Developmental Sentence Scoring						
Clark School Speech Intelligibility Test						
Goldman - Fristoe						
Myklebust-Neyhus Diag. Test of Speechreading						
CAT						
PPV						
PIAT						
WRAT						

Student's Name

Name of Test	Scores		
Hiskey Nebraska			
Leiter			
Bender Gestalt			
WISC (Non-verbal			
Draw a Person			
NSST			
Carrow Auditory Comp.			
ITPA			
Developmental Sentence Scoring			
Clark School Speech Intelligibility Test			
Goldman-Fristoe			
Myklebust-Neyhus Diag. Test of Speechreading			
CAT			
PPV			
PIAT			
WRAT			